DOCUMENT RESUME

ED 252 366 RC 015 131

TITLE Illuminating the Dark Corners of Education: Western Service Systems, Inc. Annual Report 1984.
INSTITUTION Western Service Systems, Denver, CO.
PUB DATE 84
NOTE 25p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Budgets; Change Strategies; Community Involvement; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Futures (of Society); *Mexican American Education; *Operating Expenses; Organizations (Groups); Parent Participation; *Program Effectiveness; Public Education; Rural Education; Urban Education
IDENTIFIERS *Colorado; Partnerships; *Western Service Systems Inc

ABSTRACT

In its efforts to promote equity and excellence for Hispanic children, Western Service Systems, Inc. (WSS) serves parents, teachers, administrators, and public officials through research, creative thinking, design and implementation of new programs, coalition building, communication, and information. During 1983-84, WSS addressed the issues of equity and educational excellence by: publishing the National Hispanic Educational Platform which was the focus of local and state reform efforts and of media attention around the country; providing consultant services to the Denver Public Schools to help improve the quality of the bilingual education program; helping rural Hispanics to articulate their concerns about the education system and their desires for their children and to develop creative solutions to their problems; organizing the Public Education Partnership to provide a focus for the local business and civic leaders to contribute to the improvement of public education; and initiating a cooperative venture with the Colorado Department of Education to develop an innovative program in early childhood education. Despite budget constraints, WSS experienced a good year. This report provides summaries of the Public Education Partnership, Center for Hispanic Educational Leadership, and Chicano Education Project; WSS financial summaries; and listings of WSS contributors for 1973-84 and of board and staff members, along with an organizational chart. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED252366

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

William A. Rossers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RC015131

DEC 1984
RECEIVED
ERIC/CRESS

WSS Is . . .

Western Service Systems, Inc. (WSS) is a private, nonprofit organization founded in 1973 to improve educational opportunities for children in Colorado and nationwide. It is a 501(c) (3) organization and contributions to it are tax deductible. It has accepted no federal funds, relying instead on grants from private foundations, corporate and individual donors, and consulting contracts.

From its beginning, WSS has undertaken projects that build both equity and excellence for all children in our public schools. Its various programs are different routes to achieve these two goals.

The **Chicano Education Project** (CEP) was the first program WSS launched. With a core staff in Denver and a field staff in rural Center, Colorado, CEP uses training, research, monitoring, and information to enable parents to participate in important educational decisions affecting their children. Sharing skills and facts with parents is the basis of CEP, for it is parents who instill the value of education in their children, create the climate in communities that fosters good public schools, and monitor how well their children are being educated. CEP has worked on bilingual-bicultural education, school finance, school discipline, appropriate placement of children in special classes, and lowering dropout rates for Chicanos and Anglos. These and other specific issues are doors through which CEP and parents go to ensure that all children — Chicano and Anglo — receive a public education that prepares them to take their places as productive members of society.

The **School Finance Reform Study** was a WSS project from 1975-82. Beginning with a study of the effects of disparities in wealth in Colorado school districts, it encompassed sharing the study's results with parents, educators, taxpayers and officials; supporting a lawsuit to challenge Colorado's method of financing public education; training parents in these complex issues; and monitoring proposals that impact on the public funds available to school districts.

The **Center for Hispanic Educational Leadership** (CHEL) grew out of a project WSS began in 1980 to meet the needs of Hispanic school board members throughout the nation. Through a range of information, training, and technical assistance services, the Center will continue its efforts to identify and support Hispanic educational leaders seeking improved programs for children.

The **Public Education Partnership** (PEP) is an organization of business and civic leaders working to improve the performance of public schools. The Partnership has developed and is moving forward on an action plan which will address learning environment, community involvement and the implementation of pilot programs.

Western Service Systems, Inc.

ANNUAL REPORT 1984

Table of Contents

The Mission Goes On:
Toward a Transformation of Education 2

Public Education Partnership:
Developing Models for Action 4

Center for Hispanic Educational Leadership:
Hispanic Voice in the Excellence Movement 7

Chicano Education Project:
The Urban and Rural Faces of Education 10

Looking Ahead:
Roadmap for the Future 14

The Bottom Line:
Our Financial Summaries 16

Building Better Schools:
WSS Contributors, 1973-84 18

Our Organization:
Board, Staff, and Structure 20

The Mission Goes On: Toward a Transformation of Education

The mission of Western Service Systems, Inc. is to create schools in which children and youth, especially those of Hispanic backgrounds, learn to think, to live, and to appreciate themselves as effective, compassionate, powerful and knowledgeable human beings capable of making important continuing contributions to create a better world.

In addition to children, we serve parents, teachers, administrators and public officials, through research, creative thinking, design and implementation of new programs, coalition building, communication, and information. We base our efforts on two complementary assumptions:

1. Decision-makers, including educators and public officials, must understand the needs of Hispanic children and the impact on those children of educational practices and policies.

2. Parents must become actively involved in the institutional decision-making which governs their children's education.

Promoting equity and excellence for Hispanic children requires a variety of operating strategies, including:

Working with people of differing backgrounds and opinions to pursue a common vision.

We are not alone in seeking educational improvement. Most Americans desire quality, equitable education for their children. We seek to draw people together by their common vision, no matter how diverse their backgrounds. We stand to reap the greatest benefits in this task by helping disparate people work together wherever possible.

Providing accurate, timely, clear information on educational practices and conditions.

Only an informed citizenry can participate in educational decision-making. We seek to present information on educational practices through the mass media, special publications, group training sessions, and individual contact with parents, families, and decision-makers.

. . . we help Hispanics make the quantum leaps necessary so their children can be on an educational par with all children . . .

Forecasting crucial issues and problems, enabling Hispanics and other minorities to take the lead in dealing with vital educational topics.

One negative impact on the education of minority children has been that for too long their parents have been the last to know about new developments in education, and the least equipped to help them take advantage of such developments. By looking to the future and informing our constituency of impending developments, we hope to help Hispanics make the quantum leaps necessary so their children can be on an educational par with all children in the U.S. We focus on work in local communities, grounding our ideas in concrete experiences which impact on all aspects of the educational system, thus building positive, practical models which keep us in the forefront of educational thinking.

Dealing with a multitude of topics, through a variety of actions to achieve educational improvement for minority children.

WSS addresses such varied issues as school finance, bilingual-bicultural education, school budgets, testing, accountability, and information technology. We call upon the media, lawyers, educators, government agencies, business and civic leaders, and community people to help bring about needed improvement for Hispanic children. No single proposal, no single strategy is a panacea. Each offers a way for citizens to acquire the necessary voice in educational decision-making so that children will thrive in public schools and throughout the rest of their lives.

By keeping ourselves informed on a multitude of issues, and ahead of current thinking, we shall continue to seize opportunities to realize this mission.

Hispanics are a minority, one of several which together form a majority concerned about improvement of the public education system. We seek to forge coalitions with these other minorities to transform educational institutions into centers of learning in which all children are affirmed, served, and encouraged.

Our 1983-84 activities exemplify our multi-focus strategy for bringing equity and excellence to public education. This past year, these strategies addressed the following issues.

Educational Excellence: Our most global effort this year brought us squarely into the excellence movement — from the perspective of poor and minority children. We published the National Hispanic Educational Platform,

(Left to right) Lucien Wulsin, Bill Rosser and Governor Richard Lamm exchange points at a PEP meeting.

which was the focus of local and state reform efforts and of media attention around the country. The response has been overwhelming. Members of Congress, state legislators around the country, and local school board members have been approached by Hispanics who want to see Platform recommendations implemented. In addition, several of our staff have spoken or testified at meetings such as the hearings on education for poor and minority children sponsored by the National Coalition of Advocates for Children. Other activities which fall under the excellence umbrella follow.

Urban education: We have moved into a new arena in providing consultant services to the Denver Public Schools (DPS) to help improve the quality of the bilingual education program. The close working partnership we have developed with some DPS officials has helped open a refreshing, cooperative approach to improving public education which will benefit the children of Denver.

Rural education: Our project in Center, Colorado, continues to deal with prototypical problems which limit Hispanic participation in and access to public education. Our staff there continue to work pro-actively, helping local Hispanics to articulate their concerns about the education system and their desires for their children, and to develop creative solutions to the problems they face.

Educational partnerships: We have made major strides in the organization of the Public Education Partnership, as we galvanize and provide a focus for the energies of local business and civic leaders to contribute to the improvement of public education. The idea has caught fire both with the Partners and others asking to join us.

Early childhood education: We have initiated a cooperative venture with the Colorado Department of Education to develop an innovative program in early childhood education. We plan to build a model program which will begin with prenatal health and take in all the early phases of development, including infant stimulation, toddler and preschool education.

The changing times have meant important changes for us. Most significant has been development of a more cooperative mode of operation. Certain public entities have found it is good business to provide equity for all children, and have sought out our help in doing the job well. That, coupled with our own ability to draw upon the common concerns which unite us rather than the issues which divide us, has led us to joint efforts with the public schools.

The most notable example is the Denver Public Schools, both as a system and in terms of specific schools in the system. We plan to expand this effort with other school systems and at other levels of school policy as well.

These changes have not eroded the basic assumptions which underlie all our efforts, however. Rather, they have proven the importance of the strategies which have guided and will continue to guide our actions.

Despite budget constraints, we find our new directions, the tested strategies, and our natural optimism and enthusiasm have combined to make this an exceptionally good year, contributing eventually, we believe, to a new day in education for all children.

Para un Nuevo Dia en la Educacion,

Paul Sandoval, Chairman
Bill Rosser, President
Jennie Sanchez, Executive Director

Public Education Partnership: Developing Models for Action

The Public Education Partnership (PEP) is a coalition of corporate leaders and experts in education who are working for the improvement of public education in the state of Colorado.

Fundamental to the success of the project is the dynamic of a varied group whose members have a reputation for getting things done. (See list, page 6.) Members of the Partnership come from industry, higher education, the Denver Board of Education, and several public school systems. The group is united in their goal to implement long-range improvements and enhance quality in the public schools.

After an initial series of informational seminars and briefings, the Partnership began to focus on three areas: 1) learning environment; 2) a pilot school program; and 3) community involvement. The part-

Education expert John Goodlad (right) presented ideas on school improvement to a joint PEP and Colorado Department of Education meeting. Attending the meeting at the Governor's Mansion were Partners Judy Morton (below), Mike Washburn and Dick Koeppe (opposite), and Joe Blake (top) and Lucy Creighton (bottom) on page 6.

ners divided into three task forces around these areas and are involving additional school and business people to help with the task force work.

The Partnership has met with professionals in the areas of school finance, management, teacher training, and marketing. (See box, below.) These sessions have provided background on the status of public education and have helped members examine Colorado's needs and resources.

The improvement of public education has been shown to be dependent on a variety of interest groups working together. Business leaders know what kinds of entry skills graduates need to be effective in the work force; those in higher education know

Getting Informed: Partnership Background Speakers

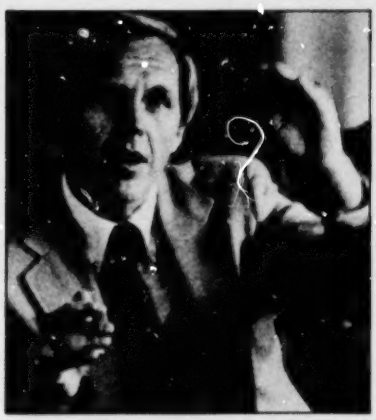
The first major activity of the Partners was learning about the state of education today. To bring them up-to-speed, we organized a series of executive briefings over breakfast. Below is a list of speakers for those briefings.

- **James Kelly,** formerly with the Ford Foundation and Columbia University and now President of Spring Hill Center (Wayzata, Minnesota), and **Allan Odden** from the Education Commission of the States.
- **Edwin Steinbrecher,** Deputy Commissioner of Education, Colorado Department of Education, and **Gale Whiteneck,** consultant and statistical analyst for the *Lujan* case (Colorado's school finance case).
- **David Bergholz**, President of the Public Education Fund (Pittsburgh).
- **John Goodlad,** author of *A Place Called School*.
- **Arthur Powell,** Director of the Commission on Educational Issues of the National Association of Independent Schools.
- **Michael Kirst,** Stanford Institute for Research of Educational Finance and Governance.

Many organizations and individuals worked cooperatively to make the seminars a success. The seminars were held in the conference room of Downtown Denver, Inc. with the exception of the Goodlad seminar which was held at the Governor's Mansion, with Governor Lamm in attendance, and the Kirst seminar which was held in the home of PEP director Gail Klapper. Dr. Goodlad's time was made available to us courtesy of the Colorado Department of Education.

Business leaders know what graduates need to be effective in the work force; those in higher education know what leads to success in college.

what preparation leads to success in college. Government officials and public school policy-makers and personnel bring the perspective of an intimate knowledge of the current status of the system. Through the interchange of ideas and focused effort on selected priorities, the Public Education Partnership seeks to make lasting and substantive changes to guarantee a quality education for all students.



Public Education Partners: Coalition of Doers

The Public Education Partners are a working group of business, civic, and education leaders.

BUSINESS PARTNERS:

LESTER R. WOODWARD
Member, Colorado Commission on Higher Education
Partner, Davis Graham & Stubbs, P.C.
Denver

THOMAS C. STOKES
Chairman, University of Northern Colorado Governing Board
Senior Executive Vice President
United Bank of Denver
Denver

GARY F. McMAHON
Managing Partner
Deloitte Haskins & Sells
Denver

JOSEPH B. BLAKE
Senior Vice President, Administrative Operations
Colorado Division of Mission Viejo Company
Englewood

LUCY CREIGHTON
Economist, Vice President
First Interstate Bank of Denver
Denver

JAMES D. BALDWIN
President
King Soopers, Inc.
Denver

CHARLES ANSBACHER
Conductor
Colorado Springs Symphony
Colorado Springs

SALLY V. ALLEN
Vice President, Personnel and Administration
Gary Energy Corporation
Englewood

FRED A. VIERRA
President and Chief Operating Officer
United Cable Television Corporation
Denver

LUCIEN WULSIN
President, Board of Trustees
University of Denver
Denver

MICHAEL R. MOORE
Arthur Young & Company
Denver

SCHOOL PARTNERS:

RICHARD D. KOEPPE
Superintendent
Cherry Creek Schools
Englewood

J. MICHAEL WASHBURN
Superintendent
Boulder Public Schools
Boulder

RICK O'CONNELL
Superintendent
Douglas County Schools
Castle Rock

GORDON E. HEATON
President
Colorado Education Association
Aurora

JUDY MORTON
Member
Board of Education
Denver

CARLE STENMARK
Acting Superintendent
Denver Public Schools
Denver

Center for Hispanic Educational Leadership: Hispanic Voice in the Excellence Movement

The National Hispanic Educational Platform has been the major focus for CHEL activities this year. Other activities included expansion of the CHEL network and efforts in the areas of bilingual education and information technology.

The Platform: Remedy for Mediocrity

Public education became a national priority in 1983. The National Commission on Excellence in Education, the 20th Century Fund, and others proposed ideas designed to replace mediocrity with a system that encourages excellence.

Almost without exception, the reports paid little attention to Hispanics even though Hispanic children represent a sizable portion of the student population in most major cities, and are lagging behind whites and blacks in educational achievement. Nationally, the Hispanic dropout rate is almost 50%[1]. Hispanic children score lower than blacks or whites on achievement tests and have disproportionately higher retention rates[2]. According to the 1980 census, over 40% of the Hispanic population consists of school age children, the highest proportion of any other racial or ethnic group. These problems were not addressed in the reports.

1. Astin, Alexander; *Minorities in American Higher Education:* Percentage of High School Dropouts, by Age and Ethnic or Racial Group (Weighted Five-Year Averages 1974-78); 1982; Fossey, Bass, San Francisco.

2. National Center for Educational Statistics; *Contract report: Hispanic Students in American High Schools: Background Characteristics and Achievement:* Retention of Hispanic Subgroups and Anglos; Spring 1980.

CHEL Co-Director Nelsa López Colón unveils the Platform at a press conference on the Capitol steps. She is supported by (from left to right) Colorado State Representative Phil Hernandez, Denver Mayor Federico Peña, MALDEF Director Manuel Solano, Aurora School Board Member Santos Vega, CHEL Co-Director Dale Vigil, and Colorado State Senator Don Sandoval.

Among the Platform initiators were Tomás Castillo (above), member of the Tucson School Board; Norma Cantú (below) of MALDEF; Roberto Fuentes (opposite page), member of the Connecticut State Board of Education; Lori Orum (far left, page 18) of the National Council of La Raza; Rosa Calvillo, a California parent advocate (upper right, page 18); and Alicia Cardona (lower middle, page 19), Women's Division of the New York Governor's Office.

In October 1983, the Center for Hispanic Educational Leadership (CHEL) convened a group of Hispanics from around the country to develop a platform to address Hispanic educational needs ignored in the major reports on education in 1983. Out of this work session, CHEL developed the National Hispanic Educational Platform, "Equity, Excellence, Involvement, and Pluralism: A NEW DAY FOR AMERICA'S CHILDREN." The publication is the product of a diverse group of Hispanics nationwide identified by CHEL staff over the past two years as leaders in public education.

The platform is both a concrete product and an on-going process. As a product, it has been published as a synopsis of Hispanic recommendations for educational excellence at the national, state, and local levels. The recommendations focus on four areas: equity, excellence, involvement and diversity. They are based on the current status of Hispanic educational attainment and changes identified as necessary to meet the needs of Hispanic children.

As a process, the platform is a guideline for efforts by Hispanics working nationally, at state levels, and in local communities for improvements in public education. It is the basis for common dialogue, a focus for activities at each level of government. It is not enough to publish just another report which generates a few news articles, and then is stashed away along with the plethora of reports which have been published nationally in the past year.

Between January and April 1984, prominent figures in the Hispanic community gave impetus and credence to the document by endorsing it. Among the endorsers are Governor Toney Anaya of New Mexico, Mayor Henry Cisneros of San Antonio, Mayor Federico Peña of Denver, and all but one of the Hispanic members of Congress. Organizations endorsing the Platform include the Mexican-American Legal Defense and Education Fund (MALDEF), the National Council of La Raza, the National Puerto Rican Coalition, the National Association for Bilingual Education, ASPIRA of New York, the Association of Puerto Rican Executive Directors, Intercultural Development & Research Association, the Spanish Speaking Unity Council of Oakland, and many others. (See box, page 9.)

On April 30, the Platform was announced to the public at press conferences in several cities nationwide. News coverage appeared in newspapers and on television stations around the country, including a front page article in *Education Week*, a national education publication.

Interest in the Platform has been tremendous since its annoucement. Inquiries and requests have come from

The Platform is a basis for common dialogue, a focus for activities at each level of government.

boards of education, institutions of higher learning, superintendents, elected officials, and representatives of the media, including ABC News Documentaries and *U.S. News and World Report*. And staff member Nelsa Lopez spoke on the Platform at the Washington, D.C. conference, "Education, Public Policy and the Reagan Administration," sponsored by the *Harvard Educational Review* and others.

Hispanics in Michigan, Arizona and New York have taken the lead in implementing platform recommendations. They have set priorities, targeted policymakers, developed action plans and lined up other Hispanics around their states to support the Platform.

The overwhelming response from Hispanics and non-Hispanics demonstrates the need for a focused national voice to address Hispanic education issues. CHEL seeks to fill that need.

Specifically, the Michigan activities have led us to begin development of state strategies for the CHEL.

PLATFORM ENDORSEMENTS

The following organizations have endorsed the **National Hispanic Educational Platform** of the Center for Hispanic Educational Leadership as a guideline for local action as of June 1984. In addition, more than 150 individual Hispanic leaders have endorsed the platform.

ORGANIZATIONS

Arizona Association of Chicanos in Higher Education, Tempe
Arizona Organization for Bilingual Education
ASPIRA of New Jersey, Newark, New Jersey
ASPIRA of New York, Bronx, New York
Association of Puerto Rican Executive Directors, New York
Bilingual Programs, College of Education, University of Arizona
Business Department — Accounting Programs, Pima Community College, Arizona
California Rural Legal Assistance Foundation, Sacramento, California
Chicano Education Project, Denver, Colorado
El Rio Neighborhood Center, Tucson, Arizona
Hispanic Women's Center, New York, New York
Institute of Puerto Rican Urban Studies, Bronx, New York
Intercultural Development & Research Association, San Antonio, Texas
Mexican-American Legal Defense and Education Fund, San Francisco, California
Movimiento Estudiantil Chicano de Aztlán (MECHA), University of Arizona
National Association for Bilingual Education
National Council of La Raza, Washington, D.C.
National Puerto Rican Coalition, Washington, D.C.
Parents Advisory Committee, Tucson Unified School District State and Federal Programs, Tucson, Arizona
Puerto Rican Legal Defense and Education Fund
Spanish Action Coalition, Inc., Rochester, New York
Spanish Speaking Unity Council, Oakland, California
Training, Evaluation and School Services, IUME, Teachers College, Columbia University, New York
Tucson Association for Bilingual Education, Tucson, Arizona
Tucson Unified School District, Tucson, Arizona
United Bronx Parents, Bronx, New York

Chicano Education Project: The Urban and Rural Faces of Education

The Chicano Education Project provides a structure to help a community address the educational needs of Hispanic and other minority children. Marshaling the resources of parents, teachers, other school professionals, and elected officials, the Chicano Education Project has become a proactive, problem-solving organization.

Through workshops, leadership training, information, and encouragement, the CEP has given credence to the concerns of Hispanic communities and has provided these communities with the tools to achieve their aspirations. Over the last year, the CEP has had significant impact in its two target areas: the rural community of Center, Colorado, and the urban environment of the Denver Public School system.

CEP/Denver: Match of Needs and Skills

In the two years since Western Service Systems opened its Chicano Education Project in Denver, the Denver Public School system has become increasingly sensitive to the needs of minority children.

Western Service Systems is serving as a consultant to the Denver Public Schools (DPS) to develop a bilingual education program as part of the DPS response to the *Keyes* desegregation case. WSS assisted the board of education in its negotiations with the Mexican-American Legal Defense and Education Fund; has analyzed the existing bilingual program; and developed in-service training for the bilingual teachers in the district.

The effort to date has engendered good working relationships with involved board members and some key administrators and has opened new avenues for cooperation. It has fathered the CEP interest in bettering bilingual education in the District and has brought considerable additional insight and information on Denver Public School operations. We are helping the District to actualize a genuine desire to create a national model, an exemplary program in bilingual education.

We were also successful in initiating a pilot mini-grant program for teachers in two secondary schools in Denver. The purpose of the grants is to reward good teaching as well as enable the implementation of special projects which enrich the school experience for teachers and students.

CEP is the persistent voice which insists on the fulfillment of needs and rights of a community's children and young people.

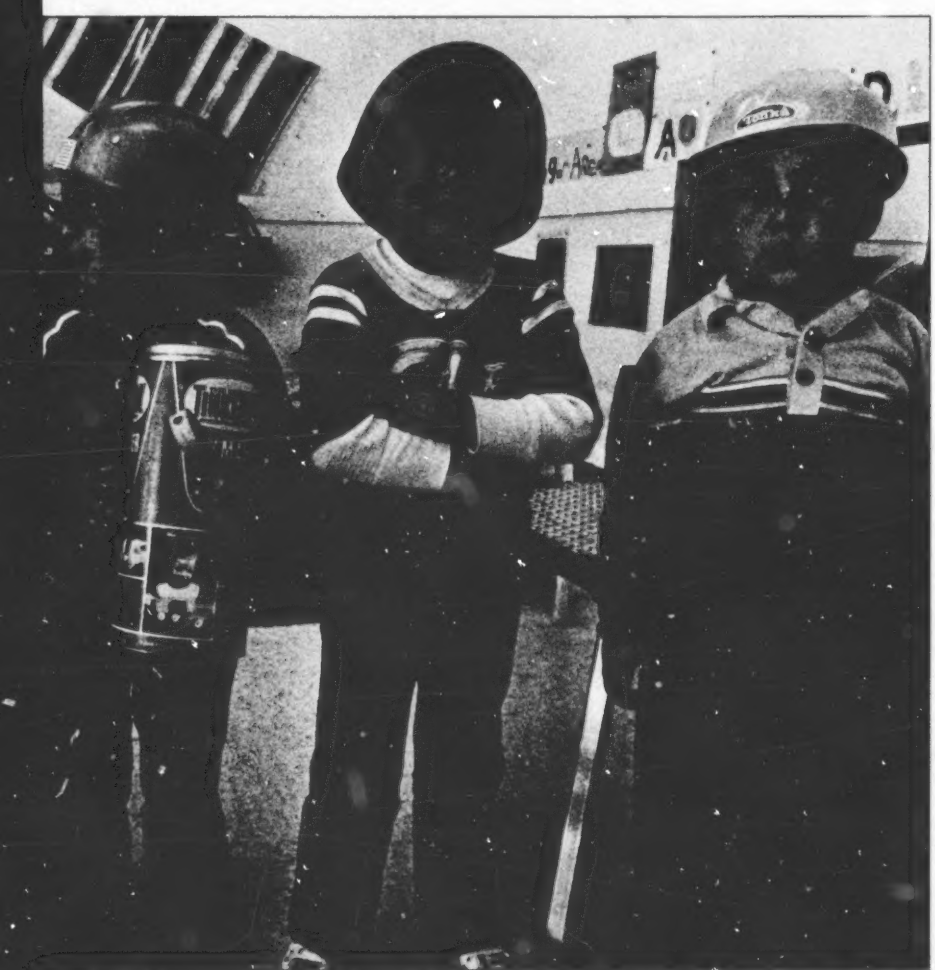
CEP/Center: Losses and Gains

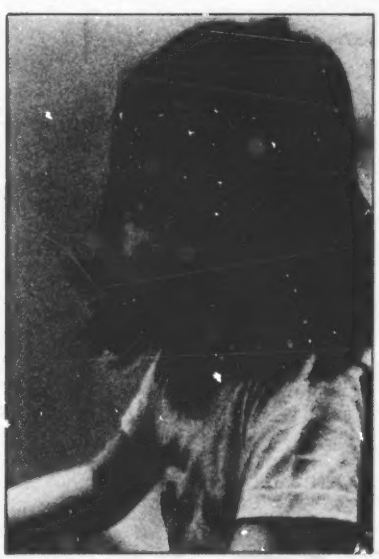
The Chicano Education Project in Center, Colorado, provides counterpoint to the gains being made in Denver. While quantitatively there were serious setbacks to the project in Center, the process for dealing with problems has proven that qualitatively, the CEP has a strong voice in the community and has the ability to coalesce others to respond to difficult situations.

Five years ago, Chicano parents and CEP staff in Center were instrumental in the hiring of a competent and creative elementary school principal. When that principal was released this year without notice or due process, it was the CEP again that helped organize a response which included support from Center's mayor, the parents of more than two-thirds of the children in the elementary school, and a significant number of other community residents.

Thus far, the principal has not been reinstated. But the Chicano Education Project and Hispanic community continued to work as an effective organizing force in Center. This force did realize other successes last year.

- Parents have urged the school board and the high school principal to improve the quality of education by developing a building-wide educational plan and upgrading the reading program. An outside evaluator recently concurred with the Chicano community, and the administration has begun to respond.
- A petition to the Center Board of Education directing its attention to the quality of education for language-minority





children received broad support throughout the community.

- Two recently-elected Chicano members of the town board developed their leadership experience through participation on school committees with the Chicano Education Project. In turn, these individuals are providing other members of the Chicano community new opportunities to develop leadership skills.

- The bilingual director, released at the end of 1983 and later refused a position as a Chapter 1 teacher by the school, is proceeding toward a successful outcome on her civil rights complaint. The Civil Rights Commission has approved her case for prosecution, and the case is now in the hands of the Colorado attorney general.

The fruits of a sensitive, positive educational environment are motivated and self-assured students.

The efforts of the CEP and Chicano community to work with the school system in Center are being supported by the Saguache County Community Council and its Center Education-Action Project. A number of outside organizations have also lent their support to ongoing efforts or to involved individuals: the Lawyer's Committee for Civil Rights, the Colorado Lawyer's Committee, the American Civil Liberties Union, the Mexican-American Legal Defense and Education Fund, the NAACP Legal Defense Fund, the Chil-

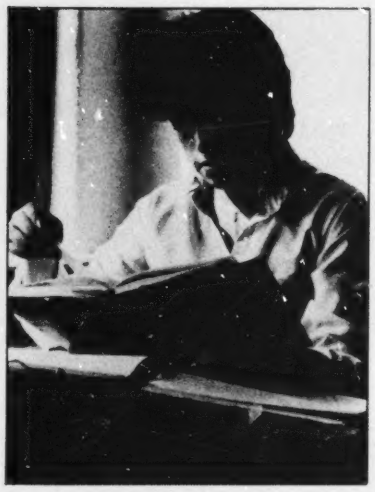
Center is important as a symbol for the Chicano dream of standing up for what is right, not just for their own children, but all children.

dren's Defense Fund, and the Colorado Civil Rights Commission.

We target Center, Colorado, for our efforts because it has importance far beyond the pressing problems local residents face. The support from the organizations above is just one indicator of the importance of Center as a bellwether for other communities addressing problems of undereducation of minority children. Center is important as a symbol for the Chicano dream of standing up for what is right, not just for Chicano children, but for all children so that they can grow up to be valuable, knowledgeable, caring human beings.

We seek to give parents the hope, the confidence, and the tools to continue their efforts to assure a quality education for their children.

Further, Center is important because it grounds our other efforts in the reality of tough, prototype problems. What we do at the state level with our Public Education Partnership and at the national level with our Center for Hispanic Educational Leadership gains credibility and stature from our efforts in Center where we gain knowledge from working with real children in real schools.



Looking Ahead: Roadmap for the Future

The successes and the challenges of 1983-84 have provided a roadmap for future endeavors. The following issues will form the framework for all Western Service Systems projects.

Educational excellence is the umbrella under which WSS will address almost every other issue in its projects. At the national level, it is the focus and purpose of the National Hispanic Educational Platform. The commitment to nationwide educational excellence is made up of innumerable individual components at the state and local levels, however, and we plan to continue our support to the ongoing state efforts focused around the Platform, as well as to programs at the community level, particularly the program in Center, where reform is not a pie-in-the-sky goal, but a need of crisis proportions.

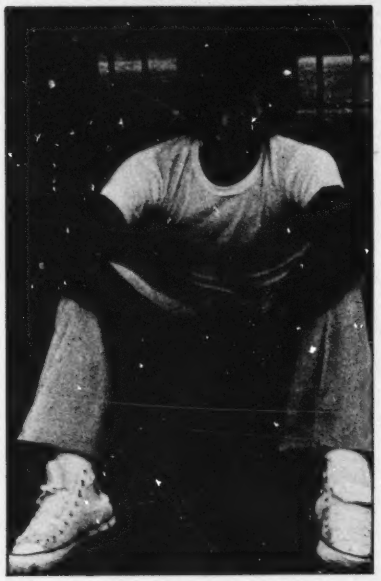
Secondary education is now a well-established priority. The work in Center will continue to focus on the needs for improvement there; and the hopeful new efforts begun in Denver will be pursued at the individual school level. This effort may include also the growing dropout problem and the crisis in secondary school counseling which has "tracked" or neglected many able students out of school or out of courses they need for the future.

Mobilizing new segments of society to become involved in public education reform will gain new impetus as efforts to move business, civic, and educational leaders continue. Initially, this effort will focus on the learning environment, community involvement and a pilot school effort.

Denver Public Schools (DPS) commitments will be kept. Bilingual education has been identified by the DPS and the district judge as an important need. We expect to continue working with the DPS for a quality program at the same time we develop, refine, and share principles and knowledge we gain through the process. This cross-fertilization began in the spring when WSS hired the former director of the bilingual program in Center to help with our bilingual work in Denver. She has since gone on to be the director of the bilingual program in Boulder. In addition, WSS will continue to honor commitments, such as the one made to the American Educational Research Association earlier this year to share our views of a model program, or to members of Congress who call upon our expertise, as outlets for the practical knowledge gained in the field.

The future strategy must focus on children, such as the youngsters in a high-tech tub (left) or the teenager pondering his future (opposite page, left), and on policymakers and leaders such as Colorado State Representative Phil Hernandez (above) or school expert John Goodlad with PEP Director Gail Klapper (far right).

The commitment to excellence is made up of innumerable individual components at the state and local levels.



Further, we anticipate developing an active parent involvement program for parents of Denver Public School children. It will focus on school improvement committees, bilingual education committees, and parent involvement in the pilot school and mini-grant efforts we are undertaking in our PEP program.

These issues cross program lines and strategies. WSS plans to continue operating as staff for public-minded individuals and groups who work in their communities or states on such issues. Our activities will include the following:

- Local community work will continue to focus on monitoring, budget analysis, and achievement test score analysis through our CEP efforts in rural and urban Colorado.
- Networking will remain an important part of the CHEL, PEP, and CEP projects, as we help education leaders around the country get acquainted and work together.
- Working at the local level, WSS will continue to provide research, analysis, and ideas; foster public dialogue; and offer parents training and information.
- Disseminating information about the education needs of Hispanic children will continue as an important activity. The effects of continuing educational failure must be documented and shared with the public.
- Cooperative efforts with districts such as the Denver Public Schools, the Colorado Department of Education, and others will be expanded as we combine and complement talents toward the improvement of public education.

The cornerstone of our efforts must be to assure that all children obtain a quality education which will assure them productive, satisfying lives.

The Bottom Line:
Our Financial Summaries

COMPARATIVE COMBINED STATEMENT OF REVENUES, EXPENDITURES, AND FUND BALANCES
For the Fiscal Years Ended May 31, 1984 and 1983

	1984 Totals	1983 Totals
REVENUES:		
Income — Grants	$320,850	$400,250
Income — Other	27,024	48,808
TOTAL REVENUES	$347,874	$449,058
EXPENDITURES:		
Wages	$252,405	$271,174
Fringe Benefits	41,350	42,385
Other	125,064	230,956
TOTAL EXPENDITURES	$418,819	$544,515
EXCESS OF REVENUES OVER (UNDER) EXENDITURES	$(70,945)	$(95,457)
Fund Balances, Beginning of Period	338,730	409,182
Prior Period Adjustments	—0—	(2,011)
Investment in Fixed Assets	349	27,016
FUND BALANCE, END OF PERIOD	$268,134	$338,730

19

COMPARATIVE COMBINED BALANCE SHEET
May 31, 1984 and 1983

ASSETS

	1984 Totals	1983 Totals
CURRENT ASSETS		
Cash in Bank	$ 3,991	$ 6,222
Cash in Bank — Savings	—0—	6,464
Cash in Bank — High Yield Account	—0—	76,852
Cash in Bank — Money Market	139,239	218,198
Certificates of Deposit	100,811	—0—
Accounts Receivable	1,886	471
Travel Advances	175	150
Deposits and Other Advances	—0—	6
Prepaid Expenses	5,070	10,262
TOTAL CURRENT ASSETS	$251,172	$318,625
Contingent Receivable Equipment	52,644	52,295
TOTAL ASSETS	$303,816	$370,920

LIABILITIES AND FUND BALANCES

CURRENT LIABILITIES		
Accounts Payable	$ 8,352	$ 4,735
Due to Jefferson Bank & Trust	—0—	7,198
Payroll Taxes Payable	5,387	3,146
Vacations Payable	21,943	17,111
TOTAL LIABILITIES	$ 35,682	$ 32,190
FUND BALANCES		
Investment in General Fixed Assets	$ 52,644	$ 52,295
General Fund Balance	118,644	162,567
Restricted Fund Balances	96,846	123,868
TOTAL FUND BALANCES	268,134	338,730
TOTAL LIABILITIES AND FUND BALANCES	$303,816	$370,920

Building Better Schools: WSS Contributions, 1973-84

The work of Western Service Systems has been made possible over the years by contributions from a wide range of organizations and individuals. If you find that our work contributes to goals you also hold for public education, won't you please join, or renew your place on, the list of people and groups below? No gift is too small — or too large.

CORPORATIONS AND FOUNDATIONS

AETNA LIFE AND CASUALTY FOUNDATION
Hartford, Connecticut

THE AKBAR FUND, INCORPORATED
Santa Fe, New Mexico

ANHEUSER-BUSCH FOUNDATION
Saint Louis, Missouri

THE M.L. ANNENBERG FOUNDATION
Radnor, Pennsylvania

ART BUILDERS, INCORPORATED
Boulder, Colorado

ATLANTIC RICHFIELD FOUNDATION
Los Angeles, California

AVIS RENT-A-CAR SYSTEMS, INCORPORATED
New York, New York

BOETTCHER FOUNDATION
Denver, Colorado

C AND L OFFICE SUPPLY
Denver, Colorado

CANDACE MOSSLER CORPORATION
Englewood, Colorado

CAPITAL CITIES COMMUNICATIONS
New York, New York

CARNEGIE CORPORATION OF NEW YORK
New York, New York

CHESEBROUGH-POND'S, INCORPORATED
Greenwich, Connecticut

CITIES SERVICE FOUNDATION
Tulsa, Oklahoma

COLUMBIA SAVINGS AND LOAN ASSOCIATION
Denver, Colorado

CUMMINS ENGINE COMPANY FOUNDATION
Columbus, Indiana

THE DENVER FOUNDATION
Denver, Colorado

DIXON PAPER COMPANY
Denver, Colorado

EL POMAR FOUNDATION
Colorado Springs, Colorado

ENERGY FUELS CORPORATION
Denver, Colorado

EQUITABLE LIFE ASSURANCE SOCIETY OF THE UNITED STATES
New York, New York

FIRST OF DENVER
Denver, Colorado

FLUOR FOUNDATION
Irvine, California

THE FORD FOUNDATION
New York, New York

GANNETT NEWSPAPER FOUNDATION
Rochester, New York

GENERAL MILLS, INCORPORATED
Minneapolis, Minnesota

GENERAL SERVICE FOUNDATION
Saint Paul, Minnesota

GULF OIL FOUNDATION
Pittsburgh, Pennsylvania

GULF OIL CORPORATION
Houston, Texas

THE HARMES C. FISHBACK FOUNDATION TRUST
Denver, Colorado

THE EDWARD W. HAZEN FOUNDATION
New Haven, Connecticut

WILLIAM RANDOLPH HEARST FOUNDATION
San Francisco, California

THE HILL FOUNDATION
Denver, Colorado

JACK HOGAN CHARITABLE FOUNDATION
Denver, Colorado

HONEYWELL, INCORPORATED
Denver, Colorado

HOUGHTON MIFFLIN COMPANY
Boston, Massachusetts

IBM CORPORATION
Armonk, New York

INTERNATIONAL PAPER COMPANY FOUNDATION
New York, New York

IRWIN-SWEENEY-MILLER FOUNDATION
Columbus, Indiana

JOHNS-MANVILLE FUND, INCORPORATED
Denver, Colorado

MARTIN LUTHER KING, JR., FUND FOR THE ECONOMIC SELF DEVELOPMENT OF MINORITY PEOPLE — PRESBYTERIAN CHURCH IN THE UNITED STATES
Atlanta, Georgia

SAMUEL H. KRESS FOUNDATION
New York, New York

KING SOOPERS
Denver, Colorado

McDONALD'S CORPORATION
Oak Brook, Illinois

McGRAW-HILL BROADCASTING, INCORPORATED
New York, New York

MONTGOMERY WARD FOUNDATION
Denver, Colorado

MOUNTAIN BELL
Denver, Colorado

NATIONAL URBAN COALITION
Washington, D.C.

NEW MEXICO BANKSHARE CORPORATION
Albuquerque, New Mexico

NEW WORLD FOUNDATION
New York, New York

NORTON SIMON, INCORPORATED
New York, New York

PETRO-LEWIS CORPORATION
Denver, Colorado

PHILIP MORRIS, INCORPORATED
New York, New York

THE PHILLIPS FOUNDATION
Minneapolis, Minnesota

PITON FOUNDATION
Denver, Colorado

THE ROCKEFELLER FOUNDATION
New York, New York

SAMSONITE CORPORATION
Denver, Colorado

DR. SCHOLL FOUNDATION
Chicago, Illinois

SEAFIRST CORPORATION
Seattle, Washington

SOUTHWEST STATE BANK
Denver, Colorado

STATE FARM COMPANIES FOUNDATION
Bloomington, Illinois

SUNBEAM CORPORATION
Chicago, Illinois

THE SUSQUEHANNA CORPORATION
Denver, Colorado

TOSCO CORPORATION
Los Angeles, California

THE HARRY TRUEBLOOD FOUNDATION
Denver, Colorado

THE TRULL FOUNDATION
Palacios, Texas

UNION PACIFIC FOUNDATION
New York, New York

UNITED BANK OF DENVER
Denver, Colorado

WRITERS MANOR
Denver, Colorado

INDIVIDUALS

STEVE ALLEN
Van Nuys, California

KATRINA McCORMICK BARNES
Carbondale, Colorado

EDWARD BOOTH
Mexico City, Mexico

CHARLES COLLINGWOOD
New York, New York

KIRK DOUGLAS
Beverly Hills, California

DAN ENRIGHT
Los Angeles, California

MARTIN HORWITZ
New York, New York

NORMAN LEAR
Los Angeles, California

MR. AND MRS. ROBERT MUSSER
Boulder, Colorado

MR. AND MRS. JULIUS ROSENWALD, II
Elkins Park, Pennsylvania

BEN TRUJILLO
Englewood, Colorado

DANNY VILLANUEVA
Los Angeles, California

SHELLEY WINTERS
Beverly Hills, California

BUD YORKIN
Beverly Hills, California

CONSULTANCIES

Additional income was earned through a consulting contract with the Denver Public Schools, Denver, Colorado.

Our Organization: Board, Staff and Structure

WSS BOARD OF DIRECTORS

Paul Sandoval is the Chairman of the Board of Western Service Systems. He was one of the three founders and has been active statewide and nationwide in support of better education for Hispanic children. A former state senator, he is currently a member of the Denver Board of Education.

William Rosser is the President of Western Service Systems and was a co-founder of the organization. He has worked on education issues in Colorado and throughout the nation.

Jennie Sanchez is the Executive Director of Western Service Systems and has been active in Hispanic education issues for more than 20 years in Colorado, especially the San Luis Valley.

Adeline Sanchez (no relation to Jennie Sanchez) is a school board member in Center, Colorado, and a prominent parent leader on numerous education issues throughout the state of Colorado.

Sue Perry, former Chief of Staff for Congresswoman Shirley Chisholm, is presently the Director of Eastern Carolina Legal Services, and Chairperson of the Board for the Harvard Center for Law and Education. An attorney, Ms. Perry has been active in national education issues affecting minority parents and children.

Dr. Alan Green, former Executive Director of the Irwin-Sweeney-Miller Foundation, the original funding source for Western Service Systems, is presently Human Resources Director for Atlas Crankshaft Corporation.

Winifred Green (no relation to Alan Green) is the President of the Southern Coalition for Educational Equity and before that was the director of the Southeast Public Education Program. She has been a leading figure in the movement for equal educational opportunity in the deep South.

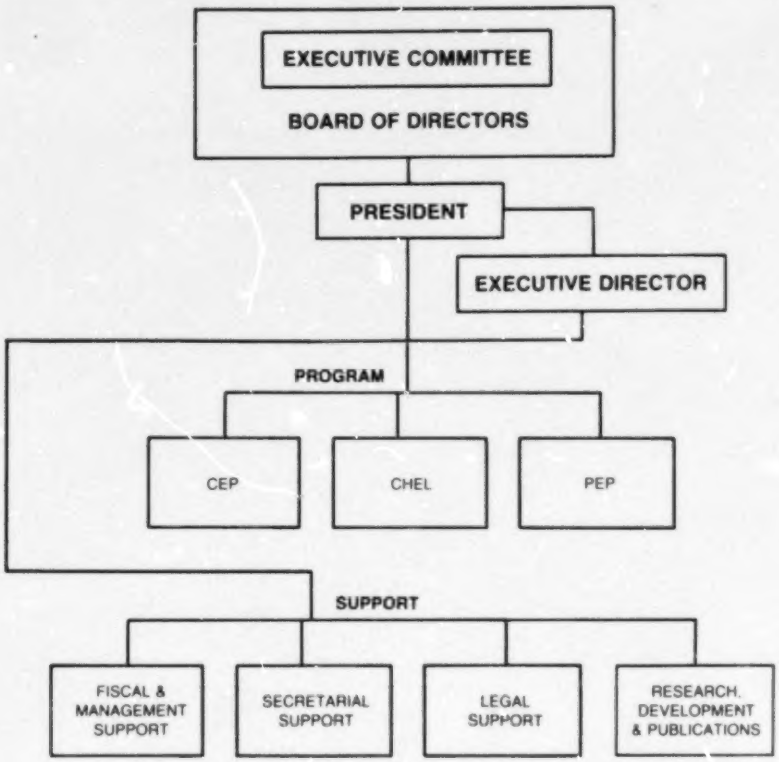
Dr. James Kelly is the President of the Spring Hill Center in Wayzata, Minnesota, and was formerly with the Ford Foundation and at Columbia University.

Senator Regis Groff was the minority leader in the Colorado Senate and has been a leader in the efforts to form effective Black-Brown coalitions of concerned people on education issues.

Richard Freese is a partner in the law firm of Davis, Graham, and Stubbs. He is vice-chairman of the board of the Denver Symphony Orchestra Association and a member and past president of the Denver Lawyers Committee for Civil Rights Under Law.

Richard Castro is the Executive Director of the Agency of Human and Community Relations for the City and County of Denver. He served as a member of the Colorado State House of Representatives for eight years. He has been very active in community affairs in Colorado.

Students achieve more when others believe in them.



STAFF

William Rosser . . . . . President
Jennie Sanchez . . . . . Executive Director
Sr. Michelle Wittevrongel . Educational Specialist
Center, Colorado
Gail Klapper . . . . . PEP Director
Nelsa Lopez-Colon . . . . . CHEL Co-Director
Dale Vigil . . . . . CHEL Co-Director

Lisa Horton . . . . . Secretary
Sharron Young Fieber . . . . Secretary
Ann Marshall . . . . . Publications and
Personnel
Joe Rosser . . . . . Consultant
Lynn Widger . . . . . Consultant

■ *Writing, layout, and design by Ann Marshall* ■
■ *Photos by Ernie Leyba, Sharron Young Fieber, Alex Martinez, Bill Thach* ■
■ *Printed by A. B. Hirschfeld Press, Inc.* ■